

**Course Level Assessment**

**SSC 147 Understanding Human Diversity**

**Spring 2008**

**Submitted by Debra H. Backus  
July 1, 2008**

**Approved by Learner Outcomes Team: July 16, 2008**

The purpose of this report is to present the methodology and findings for the course level assessment of Understanding Human Diversity (SSC 147). Understanding Human Diversity serves as a general education core course for A.A.S., A.A. and A.S. programs. This course examines issues surrounding human diversity, understanding and appreciating differences, and exploring the impact that students' values and attitudes have on their interactions with individuals from various groups as distinguished by race, ethnicity, gender, sexual orientation, social class, religion, and subculture. The intent of the course is to develop students' appreciation and awareness of human diversity and the concept of cultural competence. To assure that Understanding Human Diversity is meeting its intended purpose in the curriculum and that students are in fact achieving the defined course learning outcomes identified on the Master Course Record Form (See Attachment A), this course was selected for a course level assessment project to discern attainment of specified learning outcomes across.

## **Methodology**

Understanding Human Diversity course outcomes will be assessed on a cyclical basis over three years beginning with the spring 2008 semester. Each year, a minimum of three course learning outcomes will be selected for evaluation. Dependent upon assessment findings, some outcomes will be assessed over multiple years to validate effectiveness of changes in curriculum or course materials. Exam questions addressing the target learning outcomes serve as indicators of student attainment of course learning outcomes. These exam questions will be incorporated across all sections of SSC 147 during the assessment cycle. The minimum performance standard is set at 80%. At least 80% of the students completing the common indicators administered via the course

examination will select the correct response. In the event that the minimum performance standard is not met, the unmet learning outcome will be targeted for further monitoring. The results may also trigger an evaluation of course materials supporting the learning outcome, revision of course materials or further curriculum revision.

In the spring 2008 semester, three course learning outcomes were selected for assessment. Essay questions were selected from the midterm and final exam that addressed these outcomes.. The target learning outcomes include:

- Outcome 1: Define and explain the importance of diversity consciousness.
- Outcome 2: Differentiate between personal and social barriers.
- Outcome 3: List and give examples of barriers to effective communication.

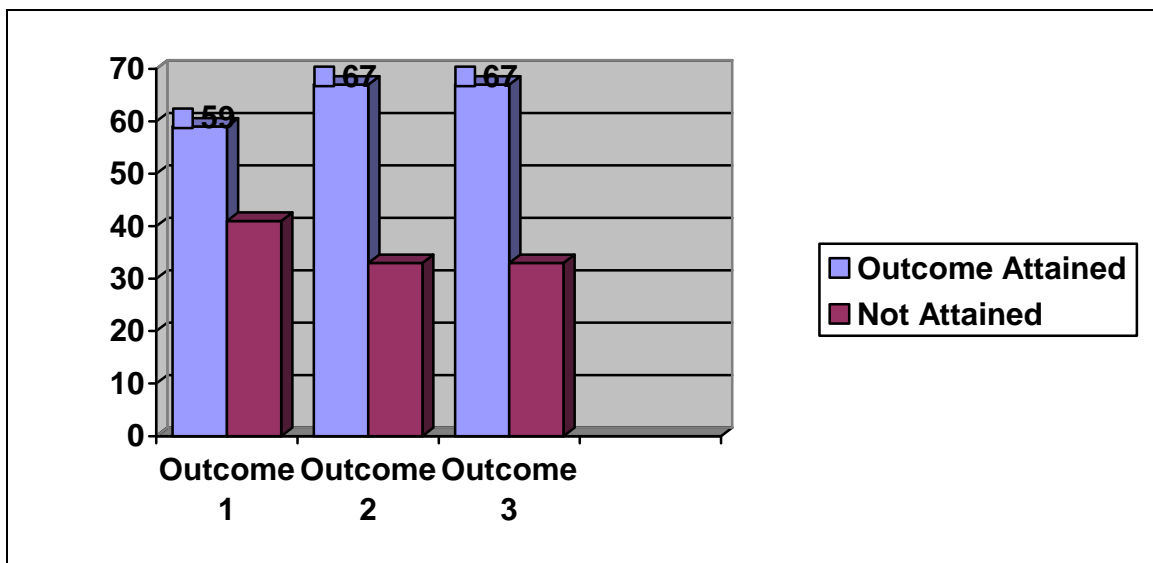
To assess these learning outcomes, standard questions were administered in the live section of Understanding Human Diversity as a part of the mid term and final examinations. All students enrolled in these sections completed the standard questions. The sample size diminished as the semester progressed and students either withdrew from the class or did not answer the essay question on their exam. Seventeen (17) students were included in Outcome One, fifteen (15) responded to outcome two and twelve responded to Outcome 3. The outcomes and corresponding indicators are listed in Figure 1. Results were compiled for each indicator denoting the percent and number of students selecting the correct response for each indicator and the percent and number of incorrect responses for each indicator. Findings from the data for each outcome are presented in the results section of this report.

Learning Outcome	Indicator
Outcome 1 Define and explain the importance of diversity consciousness.	Define and explain the importance of diversity consciousness.
Outcome 2: Differentiate between personal and social barriers	In respect to diversity, list and give examples of barriers to effective communication.
Outcome 3: List and give examples of barriers to effective communication	Differentiate between personal and social barriers to success when dealing with culture.

Figure 1: Assessed Outcomes and Indicators

## Results

Based on the existing data, none of the three learning outcomes were met at the minimum performance standard (See Table 1). Fifty-nine percent of the students successfully completed the identified indicator for Learning Outcome 1. Sixty-seven percent of the students successfully completed the identified indicator for Learning Outcome 2. For Outcome 3, sixty-seven percent of the students successfully completed the identified indicator.



## Conclusion and Action Plan

In conclusion, this course level assessment of Understanding Human Diversity finds that none of the three outcomes were met at or above the minimum performance standard of 80%. The participating faculty member compiled the data and reviewed the students' level of achievement. First, the assessment examined three essay questions. Therefore, the assessment may discriminate on the students' ability to express themselves in writing which is significant for this 100-level course. The students' writing skills and developed critical thinking skills at this level may have had a negative impact on the results. To assure that students met the pre-requisite for the course, *RDG 090, ENL 099 OR minimum acceptable test scores for placement in college-level English*, all student records were reviewed. Only one student did not meet the pre-requisite for Reading. All other students were either enrolled in English 101 or had completed English 101. After more data can be collected a consideration to require ENG 101 as a pre-requisite may be addressed. Secondly, the assessment questions should be expanded to include objective as well as subjective material. This will assure that the essay questions assess the student learning in diversity and that the scoring is not a reflection and assessment of their writing skills. And thirdly, faculty must address the challenges of teaching diverse students with varying academic abilities to meet the students' educational needs.

The faculty continued input as to which outcomes to monitor and recommendations for course revision will be utilized in future course level assessments. The plan is to continue the study of this course during spring semester 2009. The three outcomes and indicators will be assessed in all sections of Understanding Human

Diversity at the request of the instructor to provide a larger sample of student learning outcomes and to evaluate the on-line learning of this course.

**Attachment A: Master Course Record Form**

**Eastern WV Community & Technical College  
Master Course Record**

<b>Course Prefix and Number:</b> SSC 147
<b>Course Title:</b> Understanding Human Diversity
<b>Recommended Transcript Title</b> Understanding Human Diversity
<b>Date Approved/Revised</b> October 11, 2005
<b>Credit Hours:</b> 3 <b>Contact hours per week (Based on 15 week term):</b> <b>Lecture:</b> 3 <b>Lab:</b>
<b>Prerequisite:</b> ENL 099, RDG 090 OR minimum acceptable test scores for placement in college-level English. <b>Corequisite:</b> <b>Pre/Corequisite:</b>
<b>Grading Mode:</b> Letter Grade
<b>Catalog Description:</b> This course examines issues surrounding human diversity, understanding and appreciating differences, and exploring the impact that students' values and attitudes have on their interactions with individuals from various groups as distinguished by race, ethnicity, gender, sexual orientation, social classes, religion, and subculture. The course helps students develop an appreciation and awareness of human diversity and encourages students to examine their own values, beliefs, culture, and biases. The concept of cultural competence is introduced.
<b>Course Outcomes:</b> Students will be able to: <ul style="list-style-type: none"><li>• Define diversity and its historical context</li><li>• Explain what is meant by our "changing cultural landscape"</li><li>• Describe demographic, social, and cultural changes that are responsible for the growing importance of diversity</li><li>• Contrast assimilation and pluralism</li><li>• List and explain three dimensions of diversity</li><li>• List and explain five diversity myths</li><li>• Define diversity consciousness</li><li>• Explain the importance of diversity consciousness</li><li>• List and discuss the ways in which organizations benefit from the diversity consciousness of its employees</li><li>• Describe diversity education</li><li>• List and discuss diversity skills that promote success at school and work</li><li>• Explain why a lack of diversity consciousness is costly to individuals and organizations.</li><li>• Discuss at least three strategies for developing diversity consciousness</li><li>• Explain why the development of diversity consciousness is a continuing process</li><li>• Differentiate between personal and social barriers</li><li>• List, explain, and provide examples of the six barriers to success</li></ul>

<ul style="list-style-type: none"> <li>• Explain four combinations of prejudice and discrimination</li> <li>• Discuss the strategies for overcoming diversity barriers</li> <li>• Define cultural encapsulation and discuss its impact</li> <li>• List and explain the six areas of development</li> <li>• Explain how communication and culture interrelate</li> <li>• Discuss the effects of electronic communication on cultural diffusion and inclusiveness</li> <li>• Explain the relationship between diversity consciousness and communication</li> <li>• List and give examples of barriers to effective communication</li> <li>• Provide examples demonstrating application and impact of hot buttons in communication.</li> <li>• List the ground rules for difficult dialogues</li> <li>• Explain the importance of teams today</li> <li>• Explain the relationship between teamwork and success</li> <li>• Discuss the meaning and challenges of virtual teaming</li> <li>• Define leadership</li> <li>• Describe Hofstede’s four cultural dimensions and the relationship of each dimension to leadership</li> <li>• List strategies for building high-performance teams</li> <li>• Define conflict and conflict management</li> <li>• List and briefly explain the approaches to conflict management</li> <li>• Explain the value of diversity education</li> <li>• Summarize how diversity consciousness expands opportunities for success</li> </ul>
<p><b>Implementation Cycle: Fall/Spring</b></p>
<p><b>Role in College Curriculum: (Check all that apply)</b></p> <p><input checked="" type="checkbox"/> <b>General Education Core: Social Science</b></p> <p><input type="checkbox"/> <b>Technical Core (Specify Program)</b></p> <p><input type="checkbox"/> <b>Restricted Elective (Specify Program)</b></p> <p><input type="checkbox"/> <b>General Elective</b></p>
<p><b>Course Fee: None</b></p>
<p><b>Instructor’s Qualifications: Master’s degree with 18 credit hours in sociology or related social sciences.</b></p>
<p><b>Expanded Course Description</b></p> <p>Given text readings, print, and electronic resources students will demonstrate through class discussion the ability to think critically about the ways in which culture, gender, politics, the economy, spirituality, and personal identity influence attitudes about race and ethnicity. Given a series of case studies, the student will demonstrate an understanding of the social, cultural, and ethnic characteristics of “special populations” that contribute to discrimination, prejudice, and oppression.</p>

Prepared by: Debra Backus



## Appendix B:

### Summary of Outcomes, Indicators, Performance Standards and Results

Course Level Assessment Spring 2008 SSC 147 Understanding Human Diversity				
Learning Outcome	Indicator	Percent of Correct Responses	Percent of Incorrect Responses	Performance Standard Met (80%)
Outcome I:	Define and explain the importance of diversity consciousness.	59% (10)	41% (7)	No
Outcome II:	In respect to diversity, list and give examples of barriers to effective communication	67% (10)	33% (5)	No
Outcome III:	Differentiate between personal and social barriers to success when dealing with culture	67% (8)	33% (4)	No